

# DIFFERENTIATION ACADEMY

SESSION 2



## GALLERY WALK ANCHOR ACTIVITY...

**Familiarize yourself** with the information on the posters regarding Five Keys for Creating a Student Centered Classroom.

**Think about** examples you could add to the pages.

# Sticky Dot Progress Chart

Blue = Didn't get to it

Red= Will never do it again

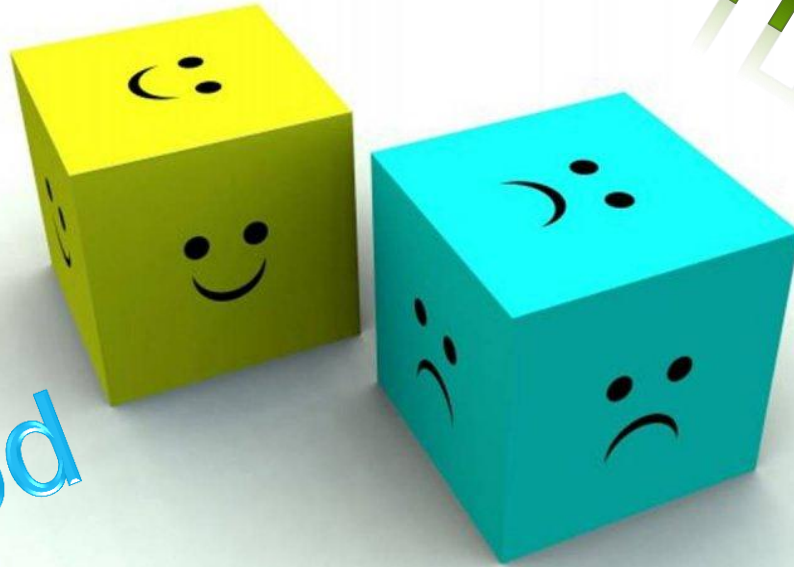
Yellow= Will do it again with revisions

Green = It was awesome and I loved it!



# DEBRIEF

Continue to post on the wiki  
to give us updates....



The Good

THE BAD

The Ugly

# TODAY'S



Non Negotiable-  
Supportive Learning Environment-  
Creating the Student Centered  
Classroom.

High Quality Curriculum  
Choice Boards/New Tool- Raft/s



Respectful  
Tasks

Continuous  
Assessment

Flexible Grouping

# Differentiation

Supportive  
Learning  
Environment

High Quality  
Curriculum

# SUPPORTIVE LEARNING ENVIRONMENT



Non-Negotiable



# HOW TO HONOR & INSPIRE LEARNERS IN YOUR CLASSROOM COMMUNITY

Gather data

Create an environment that honors  
students and builds



# GATHER DATA THROUGH...

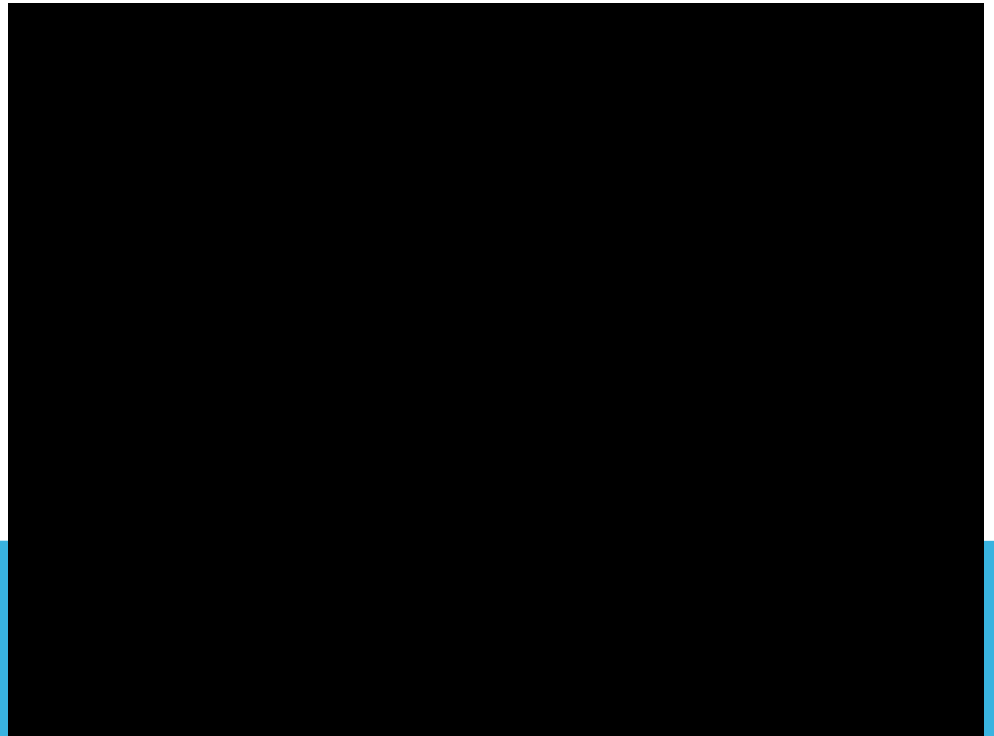
Academic scores  
Learning preferences  
Learning styles  
Interest inventories





# USE DATA TO...

Help students know themselves, their strengths, their weaknesses, and their processes of learning



# USE DATE TO...

Make decisions about classes and individual needs

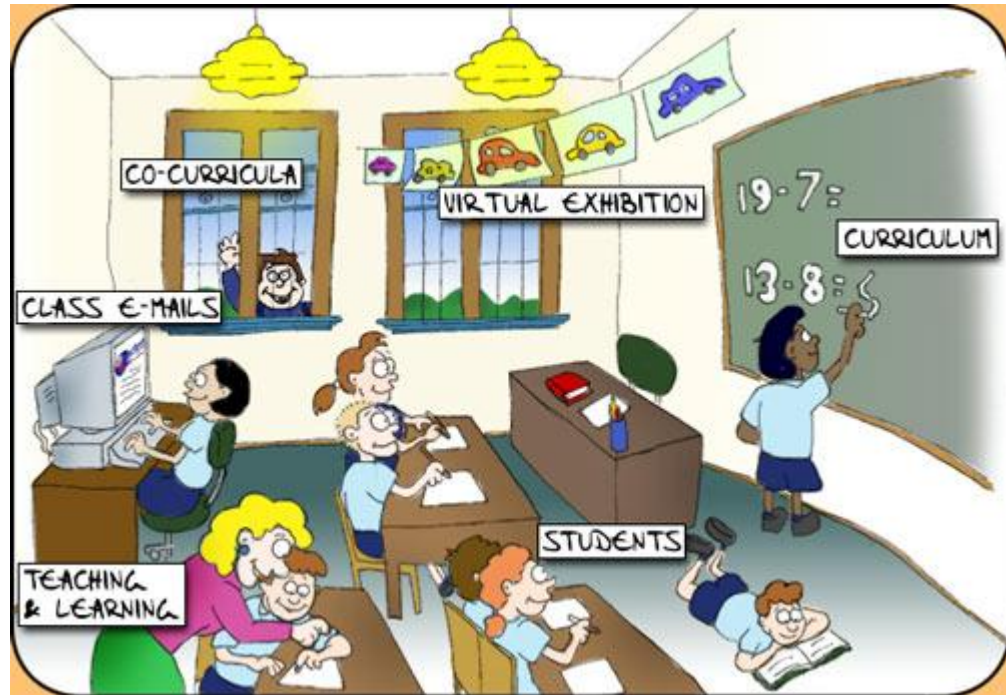


# CREATE AN ENVIRONMENT THAT HONORS STUDENTS THROUGH...

Physical settings

Routines

Emotional tone



# PHYSICAL SETTING

Adjust lighting to suit learners

Provide music

Offer options in the use of  
classroom space

Teach from  
different locations  
in the classroom



Kryza, K., Stephens, S., & Duncan, A.

(2007). *Inspiring Middle and Secondary Learners*. California: Corwin Press.

# ROUTINES





# EMOTIONAL TONE

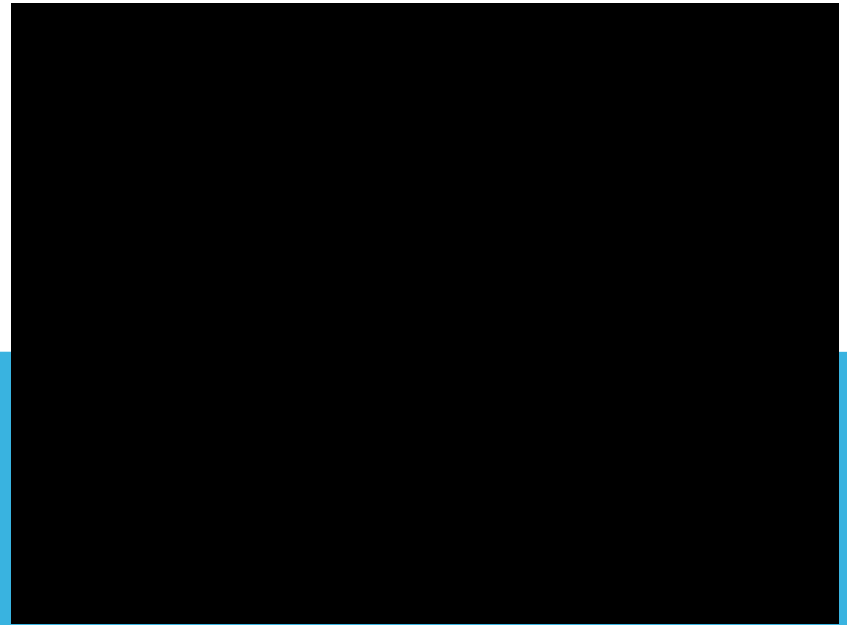
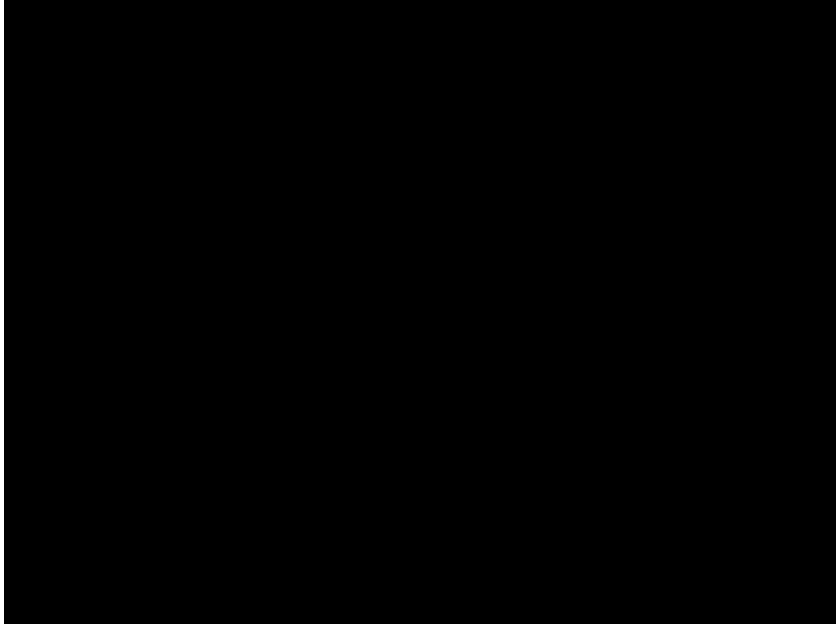
Affirmation Posters-

"This is a risk-taking, mistake-making classroom"

"Fair is not everyone getting the same thing. fair is everyone getting what they need to be successful"



# SETTING EMOTIONAL TONE





# THINK PAIR SHARE



**Think, Pair share**

Which factor of the classroom environment (physical setting, routines, or emotional tone) has the greatest impact? Why?



# 5 KEYS FOR CREATING A STUDENT CENTERED CLASSROOM

Advancing Differentiation:  
Thinking and learning for the 21<sup>st</sup>  
Century

Richard M. Cash, EdD

Review the components from the handout and reflect on your gallery walk.

What affirmations and insights did you have?

What is one new practice you could try with your students to continue building your student centered classroom?

*Jot down on a sticky note and attach it to your handout page.*

# IN A STUDENT CENTERED CLASSROOM...

EACH STUDENT  
HAS  
A ROLE TO PLAY!





Respectful  
Tasks

Continuous  
Assessment

Flexible Grouping

# Differentiation

Supportive  
Learning  
Environment

High Quality  
Curriculum

# NON-NEGOTIABLE: ON-GOING ASSESSMENT

Get to know  
your  
students'  
individual  
interests



# NON-NEGOTIABLE: ON-GOING ASSESSMENT

Get to know  
your  
students  
academically



**ONCE YOU HAVE YOU DETERMINED...**

Students interests...

Abilities...

Learning styles ...

Through pre-assessments





# YOU CAN IMPLEMENT



Tools and strategies to support their individual needs

# NON-NEGOTIABLE HIGH QUALITY CURRICULUM

Challenge your  
students by  
differentiating  
process, product,  
and content



# High Quality Curriculum

"When teachers effectively differentiate instruction, there is a continuous flow in the processes of teaching, learning, and assessment. These components operate not as steps that we follow, but rather as a continuous cycle, each process informing the next."

Diane Heacox, *Making Differentiation a Habit*, 2009.

## Non-Negotiable

CARPE DIEM



# Differentiate through

Learning Environment....

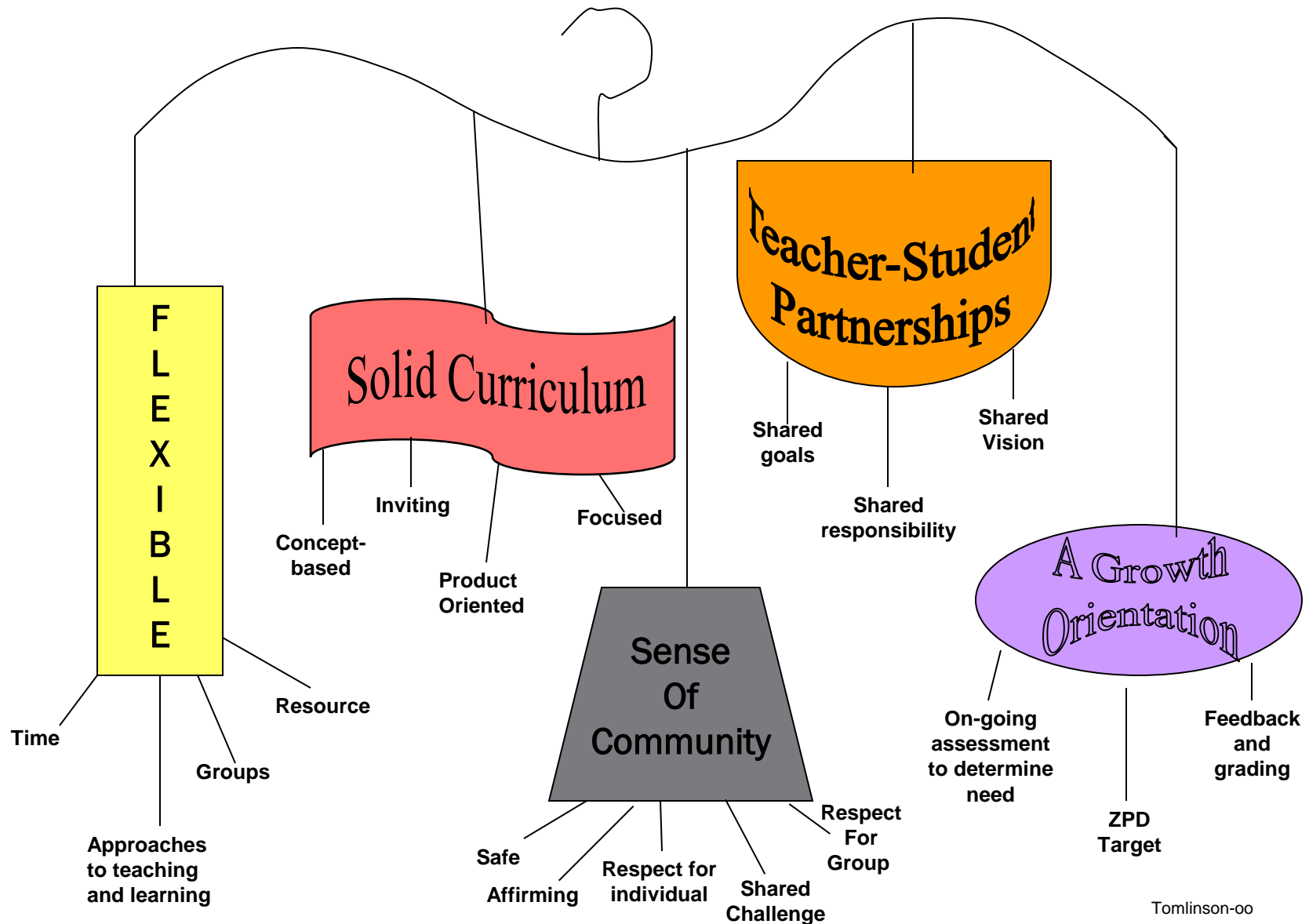
Process....

Product...

Content....

Affect...

# A Differentiated Classroom in Balance





# STRATEGIES THAT PROMOTE ROUTINES.

## NEW TOOL TO ADD TO YOUR TOOLBOX





# CHOICE BOARDS

Empowering Students through  
**CHOICE**

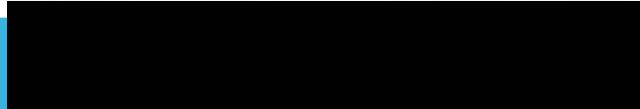
while ensuring adherence to important  
**LEARNING GOALS**



# A HIGHER PREP DIFFERENTIATION STRATEGY....



**Sometimes you just want your choice!**



# Choice Boards

A set of activities related to the same concept, essential question or big idea.

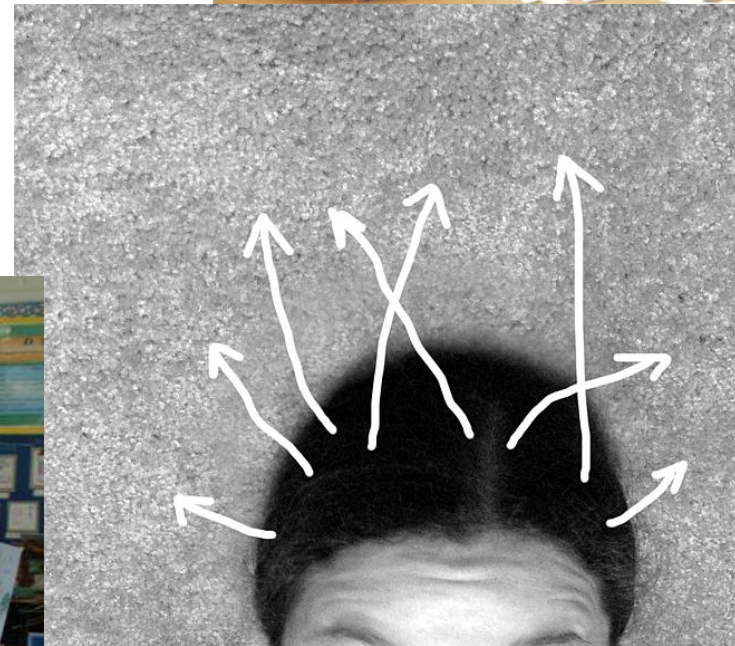
A Choice Boards could be based on:

- Bloom's Taxonomy
- Learning Styles
- Multiple Intelligences





A **CHOICE BOARD** offers students a way to make decisions about what they will do in order to meet class requirements. A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study.



1. Identify the most important elements of a lesson or unit.
2. Create a required assignment or project that reflects the minimum understanding you expect all students to achieve.
3. Create negotiables which expand upon the minimum understands. These negotiables often require students to go beyond the basic levels of Bloom's Taxonomy.
4. Create a final optional section that requires students the opportunity for enrichment. The optional section often reflects activities that students can use for extra credit.



from *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom* by Rick Wormeli

# Choice Boards for Today's Session:

☐ Tic Tac Toe Boards

☐ Menu Boards

☐ 2-5-8 Boards

☐ RAFT-S



Free Photoshop PSD file download  
Resolution: 1280x1024 px  
www.psdgraphics.com



# Tic Tac Toe Boards



**Tic-Tac-Toe** is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills. Typically, the Tic-Tac-Toe board has 9 cells in it, like that of the game.



## Spelling Tac Toe

Name: \_\_\_\_\_

Choose your own spelling assignments! You must choose at least three activities in a tic-tac toe design. Color in each box as you complete each assignment. All three assignments are due by Thursday. Have fun!

Complete a written word sort.	Make a set of flashcards to study your words. Use the flashcards to study.	Pretend you at your favorite outside place. Draw a picture of what you see. "Hide" your words in the picture.
<b>Verbal linguistic</b>	<b>Visual spatial</b>	<b>Naturalist</b>
Write a song using your spelling words.	Do you have your own idea? What is it? _____ _____	Secret Agent Words  Number the alphabet from 1 to 26, then convert your spelling words to a number code.
<b>Musical</b>	<b>Complete your own idea</b>	<b>Logical Mathematical</b>
With a friend, do a blind sort.	Write a "lost and found" ad for one of your spelling words. In the ad, describe the missing word so that someone else will recognize it immediately! Choose 3 other words and write ads for them.	Choose five spelling words that you think are the most difficult. Make a learning aid to help you learn the spellings.
<b>Interpersonal</b>	<b>Intrapersonal</b>	<b>Bodily kinesthetic</b>

Keep all of your work in your spelling folder. Have you marked tic-tac toe? Put all work in the tray when finished.

## Independent Reading Log



<b>QUESTIONING:</b>  Write 5 Stumper Questions about the chapter/story you just read. Put the questions on one page and seal the answers in an envelope. Have a friend reading the selection try to answer your Stumpers.	<b>MAIN IDEA:</b>  What is the main idea of the story/chapter you just read? Write the main idea and then illustrate your thoughts with information from the text.	<b>MAKING PREDICTIONS:</b>  After reading a chapter or a section from the story, predict what will happen next. Provide at least 2 predictions and support your ideas with information from the text. You may draw or write your predictions.
<b>VISUALIZING:</b>  Draw a series of three colorful realistic illustrations depicting what is happening at the beginning, middle and end of your chapter/ story. Include one sentence captions to explain each scene.	<b>SETTING YOUR PURPOSE:</b>  Before reading the chapter/story, list 5 reasons why or questions you might have about the selection. While you are reading jot down the answers. Could you answer all of them?	<b>COMPARE/CONTRAST:</b>  Use your knowledge of the entire book/selection so far. Make a chart illustrating what is similar, different and unusual about one chapter(s) and another. Be sure to include new information, predictions and evidence from the text.
<b>MAKING CONNECTIONS:</b>  As you were reading the chapter/story, what do you have in common with the characters? Create a T chart or Venn Diagram containing at least 10 complete sentences connecting your life with the characters.	<b>SUMMARIZE:</b>  Write and illustrate a summary of the chapter/selection. Be sure to include the main idea and supporting details.	<b>MAKE AN INFERENCE:</b>  Make an educated guess about what is happening in the chapter/story. What didn't the author tell you that you had to figure out on your own? What evidence from the story did you have to use? Write your guess in the form of a journal entry.








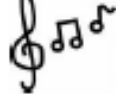




## INDEPENDENT READING EXTENSIONS MENU

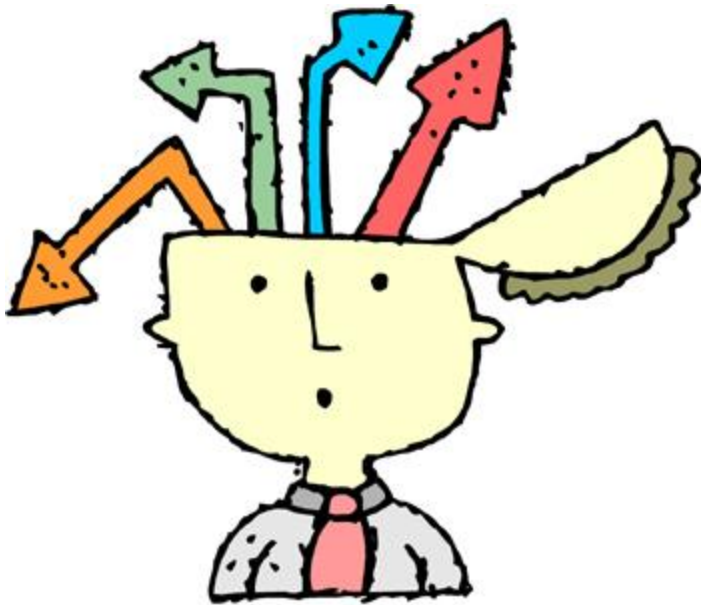


<p>Describe the main character in the book in any way you choose. Focus on what makes the character unique. Include strengths and weaknesses. OR prioritize the characters from most to least important.</p>	<p>Reflect on things this book made you think about, especially things you may not have thought much about before.</p>	<p>Keep track of several words or phrases you read that you would like to include in your personal vocabulary.</p>
<p>Compare this book to others you have read in the same genre. Think about reasons why you like this genre. Write a story in the genre.</p>	<h1>Student Choice</h1>	<p>Contact the publisher to find out how to get in touch with the author. Write the author a letter describing your reactions to the book or questions you have.</p>
<p>Prepare a review of this book to share with other students in your classroom or in the library. Include reasons why others should or should not read it.</p>	<p>Prepare and present a dramatic version of this book, or of at least one chapter in it. Present it live or on videotape.</p>	<p>Find a way to improve the book. Rewrite a section, add a chapter, write a sequel, or use other devices of your own choosing.</p>

# CHOICE BOARD FOR MULTIPLE INTELLIGENCES

<b>Verbal/Linguistic</b> <ul style="list-style-type: none"> <li>• Write instructions</li> <li>• Keep a personal journal</li> <li>• Create a poem</li> <li>• Create TV ads</li> <li>• Read stories to others</li> <li>• Retell in your own words</li> <li>• Teach concept mapping</li> <li>• Create crossword puzzle</li> </ul> 	<b>Logical/Mathematical</b> <ul style="list-style-type: none"> <li>• Create a time line</li> <li>• Compare/contrast ideas</li> <li>• Create an outline for a story</li> <li>• Design a map</li> <li>• Decipher codes</li> <li>• Create patterns</li> <li>• Design a game to show....</li> </ul> 	<b>Visual/Spatial</b> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Draw a map</li> <li>• Create visual diagrams</li> <li>• Draw from different perspectives</li> <li>• Create a comic strip</li> <li>• Graph results of a survey</li> </ul> 
<b>Interpersonal</b> <ul style="list-style-type: none"> <li>• Tell stories</li> <li>• Teach a cooperative game</li> <li>• Role play a situation</li> <li>• Discuss and come to a conclusion</li> <li>• Survey or interview others</li> </ul> 	<p style="text-align: center; font-size: 2em;">Free Choice</p>	<b>Body Kinesthetic</b> <ul style="list-style-type: none"> <li>• Make up a cooperative game</li> <li>• Practice physical exercise</li> <li>• Conduct hands-on experiments</li> <li>• Construct a model or representation</li> </ul> 
<b>Musical Rhythmic</b> <ul style="list-style-type: none"> <li>• Create raps</li> <li>• Play musical instruments</li> <li>• Write to music</li> <li>• Teach dance steps</li> <li>• Make up sounds and sound effects</li> <li>• Write a jingle</li> <li>• Create rhymes that...</li> </ul> 	<b>Naturalist</b> <ul style="list-style-type: none"> <li>• Collect and categorize data, materials, or ideas</li> <li>• Discover or experiment</li> <li>• Take a field trip</li> <li>• Study means of survival</li> <li>• Adapt materials to a new use</li> <li>• Label and classify</li> </ul> 	<b>Intrapersonal</b> <ul style="list-style-type: none"> <li>• Keep a personal journal</li> <li>• Write about personal experiences</li> <li>• Think about and plan...</li> <li>• Review or visualize</li> <li>• How would it feel to...</li> <li>• Imagine and write about the future</li> </ul> 

# MENU BOARDS



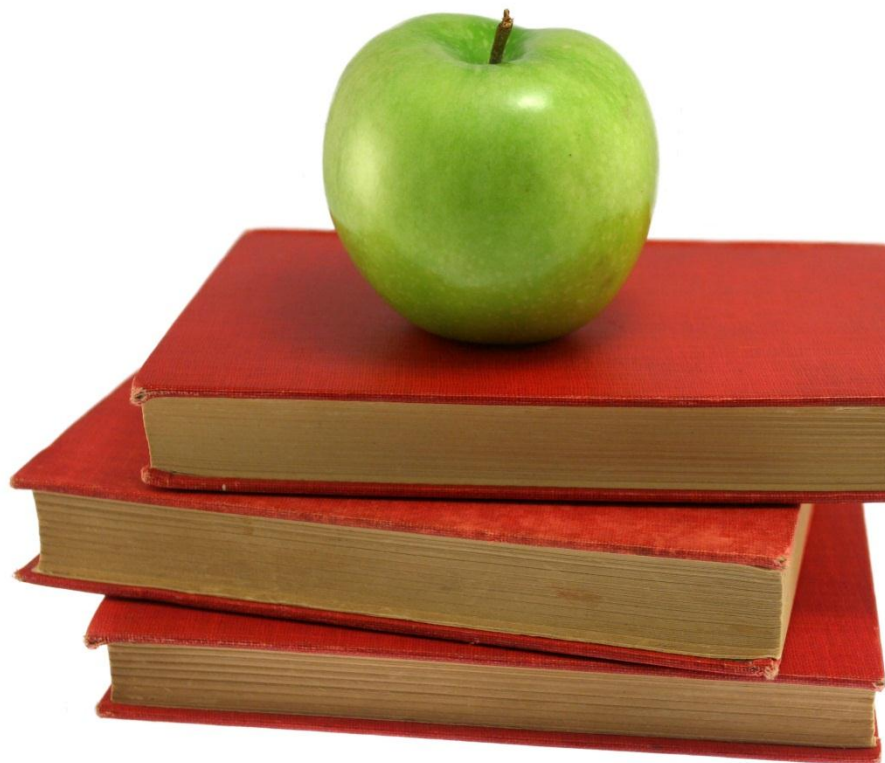


WHAT'S YOUR ORDER?



NOT *THAT* KIND OF ORDER!





## Menu Planner

You may use this template to help you plan a menu for your classroom.

Menu:

---

**Due:** All items in the main dish and the specified number of side dishes must be completed by the due date - \_\_\_\_\_. You may select among the side dishes, and you may decide to do some of the dessert items, as well.

### Main Dish (*Complete all*)

- 1.
- 2.
- 3.

### Side Dish (*select \_\_\_\_\_*)

- 1.
- 2.
- 3.

### Dessert (*Optional*)

- 1.
- 2.
- 3.



**Choose one appetizer to complete:** (10 points each if completed according to guidelines)

- Create a rap song about one of the climates. Be prepared to perform with the class, if your work is excellent.
- Read Bringing the Rain to Kapiti Plain. Create a Venn diagram to compare and contrast the elements of this fictional story to the non-fiction story.

**Complete all the main dishes:** (10 points each if completed according to guidelines)

- Create a flip book with a page for each section of the story (hottest, coldest, highest, deepest). Divide each page into two sections (as shown). Find information that relates to the section and compare to where we live. How is this climate different than yours? What do you know about Cincinnati that you could write for the "here" sections. *You may make your best guess about the Cincinnati section.*
- Choose two animals from the resources provided. Use a t-chart to compare and contrast the two animals. Be sure that you are including at least 5 facts for each animal to make your comparisons (i.e. diet, predators, features, etc.)
- Complete the worksheet page 78. At the bottom of the worksheet, draw an illustration of each animal according to its description.

**You may finish a dessert, if you like, after your appetizer and main course are completed** (10 points each if completed according to guidelines)

- Write 5 Stumper questions about the entire story. Put the questions on one page and seal the answers in an envelope. Have a friend from your group try to answer your stumpers. Turn the questions in to me when you turn this in.
- Create a powerpoint about the locations in the readings using the facts from the "THERE" side of your book to guide you.
- Complete a trading card for one or both of the animals you studied for the T-chart.

40 points = one visit to candy jar

50 points = jelly bean for the class and one visit to the candy jar

60 points = two jelly beans for the class and one visit to the candy jar

***You must keep track of your points when turning this in. Assignments must be done correctly, or no points. This is your opportunity to work independently. I have high expectations!***

# 2-5-8 Boards

## 2-5-8 List Menu

**Directions:** Choose two activities from the menu below. The activities must total 10 points. Place a checkmark next to each box to show which activities you will complete.

2 Points

5 Points

8 Points

## 2-5-8 Gary Paulsen Menu

Name \_\_\_\_\_

**Directions:** In this activity, you will need to complete activities worth 2, 5 or 8 points to earn a total of 15 points to earn a 100%. The 15 points will be comprised of one mandatory 5 point writing assignment and your choice of TWO other assignments which TOTAL 10 points.

### **5 POINTS – Mandatory Writing**

- ☐ Write a paragraph answering the following question: After reading the two stories, which animal do you think Paulsen has the greatest respect for? Make you use sentences from the story to support your answer. Also, explain your answer in detail so that the reader understands why you chose that answer and used that evidence as support.

**Choose TWO activities from the list below. The activities must total 10 points. Place a checkmark next to each box to show which activities you will complete.**

### **2 POINTS – Knowledge & Comprehension**

- ☐ Create a story map (plot graph) For "Older Run".
- ☐ Write a one-page journal entry for a typical day in the life Gary Paulsen. Write from Paulsen's point of view. Be sure and include details from the "A Life in the Day."



### **5 POINTS – Application & Analysis**

- ☐ Pretend you are Gary Paulsen. Write five questions that someone interviewing you might ask. Be prepared to answer them about your (Paulsen's) life.
- ☐ Create a collage on a 8½" by 11" piece of paper to present the mood or tone of one of Paulsen's stories.
- ☐ Create a news report which covers the events in one of the Paulsen stories you read.
- ☐ Design a book jacket (see Book Jacket Instructions Handout for details) for one of Gary Paulsen's stories.



### **8 POINTS – Synthesis & Evaluation**

- ☐ Read another short story by Gary Paulsen. Use a Venn diagram to compare and contrast the main characters from that story with one of the stories that was read in class.
- ☐ Write a poem or song with at least 15 lines which represents one of Gary Paulsen's stories.
- ☐ Draw a cartoon with at least 8 cells which tells the continuation or "the next day" of one of Paulsen's stories.







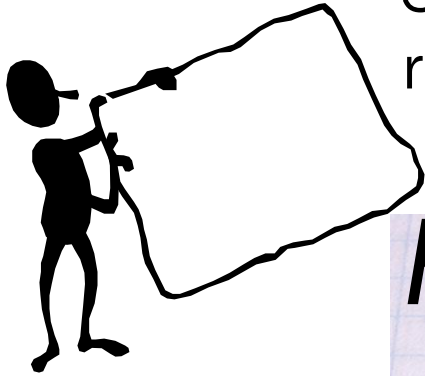
# R.A.F.T.S.



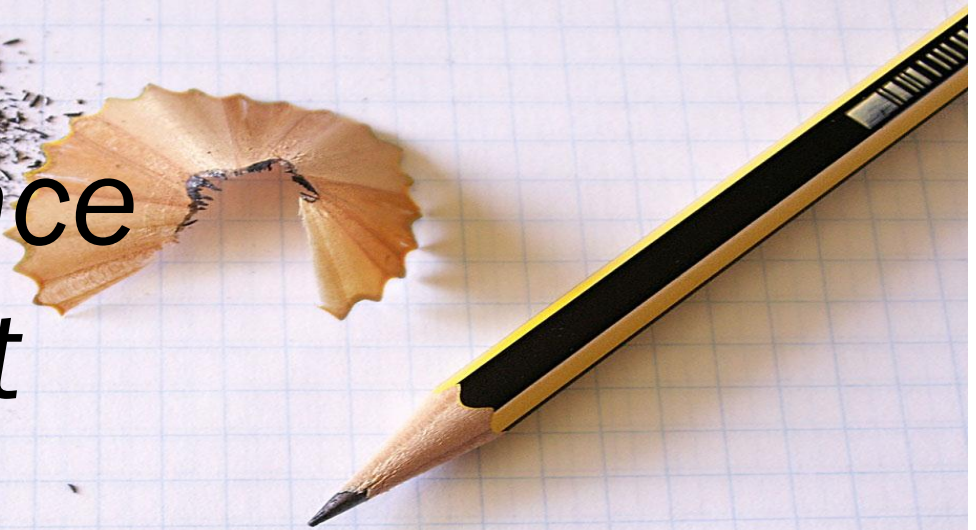


## Overview:

Students are presented with a menu of rigorous responses based on:



*Role*  
*Audience*  
*Format*  
*Topic*  
*Strong Verb*



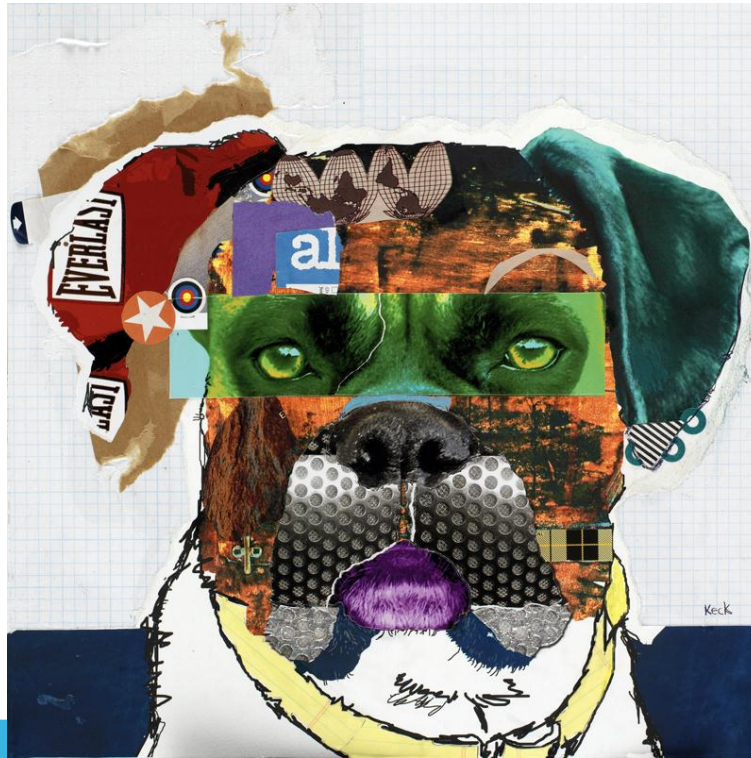
# Role:

What Vantage Point to Explore...Perspective



Who or what  
will they pretend to  
be  
while they create  
their product?

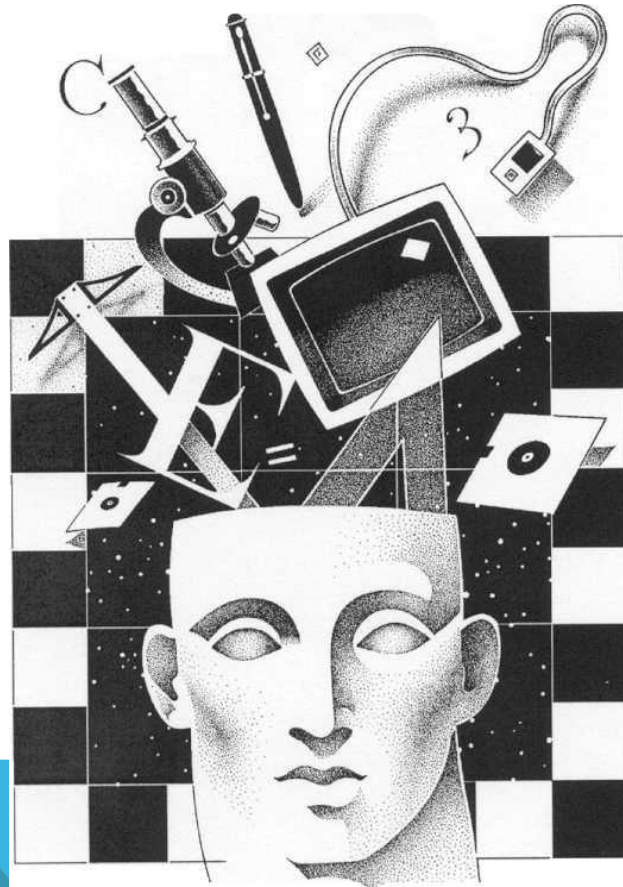
# Audience:



Who or what will their  
target audience be?



# *Format:*



What form will  
their work take?  
Does it convey  
meaning?



# *Topic:*

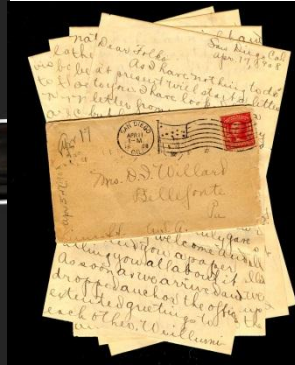
What issue, question or  
statement are you addressing?  
This is the **link to your standards...**

What topic should they  
have a deeper  
understanding of when  
they are finished?



# For upper grades...Strong Verb:

Use **strong verbs** to define what the writer is to do. **Include the tense** you expect the writer to use.



What is intent of the writing?  
What is the writer trying to do?

# RAFT:

ROLE	AUDIENCE	FORMAT	TOPIC
Plant	Sun	Thank you note	For the sun's role in the plant's growth



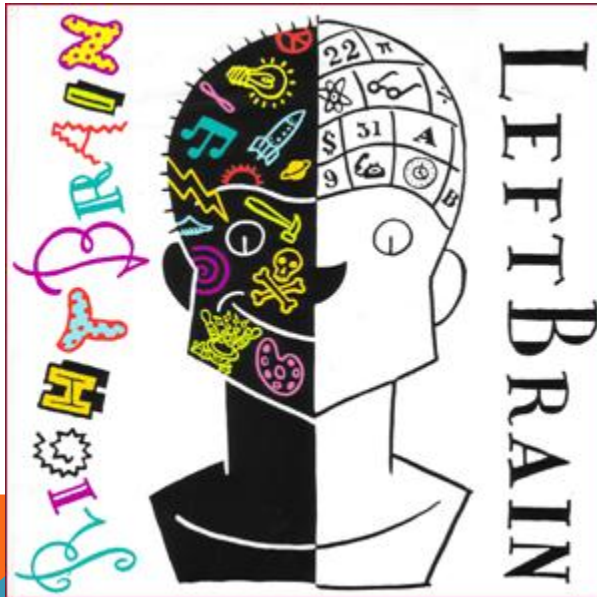
# Brain Break Activity

Review the RAFT handout you were given at your table.

Agree on one that is your favorite.

Decide on a **STRONG VERB** to add to the activity.

Be ready to share out.



**3:00**

## RAFT Writing Prompts

<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
<b>Prince</b>	<b>Loyal Subjects</b>	<b>Classified Ad</b>	<b>The Perfect Princess</b>
<b>Cinderella</b>	<b>Fairy Godmother</b>	<b>Note</b>	<b>Sorry I Didn't Listen</b>
<b>Stepsisters</b>	<b>Citizens</b>	<b>Letter to the Editor</b>	<b>Why one of us should be his wife!</b>
<b>Fairy Godmother</b>	<b>Other Fairy Godmothers</b>	<b>Recipe Book</b>	<b>How to make carriages, horses and footmen.</b>



# 8<sup>TH</sup> GRADE PHYSICAL EDUCATION - INSTRUCTOR: MR. TANTER

## DEPARTMENT MOTTO: “PROMOTING ACTIVE, HEALTHY LIFESTYLES”

### Know:

- That regular physical activity is the key to an active healthy lifestyle

### Understand:

- The benefits of regular physical activity
- Why physical education is important to everyone's life

### Be able to do:

- Articulate to others why physical education is important to everyone's life
- Demonstrate ways to be physically active, which will improve your overall fitness level
- Create a personal fitness plan that will improve or maintain you overall fitness level

Role	Audience	Format	Topic	Strong Verb
Person in a hospital bed with heart disease from inactivity	Students	<u>Documentary / Short film</u>	This could be you. How do you prevent this from happening to you?	Convince
The Heart	Person Exercising	<u>Letter</u> to the person exercising	Your regular physical activity has benefited me in the following ways. Thank you!	Explain
Treadmill	Person who does not exercise	A <u>dream</u> , written out in conversational format	Physical activity is the key to an active healthy lifestyle. I can help you.	Inspire
Muscle / Ligament	Student	<u>Commercial</u>	If you do not use me, you will lose me.	Persuade

# GRADING A CHOICE ACTIVITY

## (ONE OPTION)



### PROCESS and CONTENT

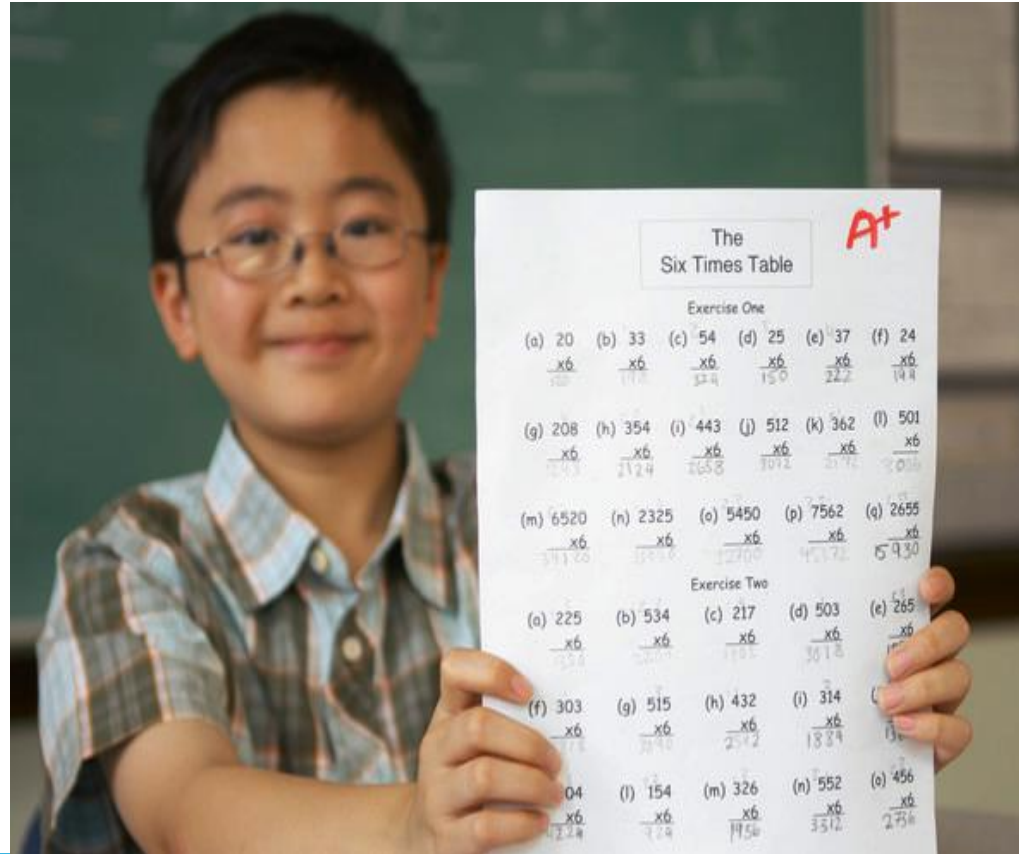
**Provide a grade for content understanding**

- Determine the major theme, guiding principle, or focus
- Identify standards and the anticipated results (these will be evident in all activities)

### PRODUCT and CONTENT

**Provide a grade for content representation**

- Create assessment criteria/checklists of requirements for the products



# INTERMEDIATE AND UPPER GRADES

## RAFT Rubric

	4	3	2	1
<b>Accuracy</b>	Information, details in RAFT always accurate. Properly reflects information, ideas, and themes related to the subject.	Provides accurate information in RAFT but could use more support.	Provides information in RAFT that has some inaccuracies or omissions.	Provides information in RAFT that is incomplete and/or inaccurate.
<b>Perspective</b>	RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.	Explains how character would feel about the event(s).	Shows little insight into how character would feel or act during the event(s).	Does not accurately develop characters, thoughts or reactions to the event(s).
<b>Focus</b>	RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.	Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.	Spends some time discussing issues off topic.	Spends most of RAFT on issues that do not directly deal with the RAFT chosen.
<b>Class Time</b>	Uses class time appropriately to research the era and create well-written stories.	Seldom needs to be reminded to get back on task.	Uses library and computer time to do work for other classes and/or chat with friends or lounge on couches.	Treats research time as an open period to be seen chatting with friends and hanging out on the couches.
<b>Mechanics</b>	Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.	Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.	Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.	Essay contains mechanical mistakes; is marred by numerous errors.

A+(20) A(19) A-(18) B+(17) B(16) B-(15) C+(14) C(13) D(12) F(11 and below)

Name: \_\_\_\_\_

## R.A.F.T. Assignment Assessment and Feedback Rubric

+

Assignment Traits

←

<b>Accuracy</b> How correct is your information? Is it fully supported by the text and/or history?	5	4	3	2	1
Comments:					
<b>Perspective</b> Do you stay in role? How effective are you at performing your role and convincing audience?	5	4	3	2	1
Comments:					
<b>Focus</b> Do you stay to assigned format? Do you fully satisfy the chosen topic with numerous details and examples?	5	4	3	2	1
Comments:					
<b>Mechanics</b> Does your writing contain a minimal of mechanical errors? Does your writing contain no errors as identified in your grammar goals?	5	4	3	2	1
Comments:					
<b>Benchmark</b> How is the overall quality of your work compared with both past work and ever increasing expectations of better work?	5	4	3	2	1
Comments:					
<b>GRADE</b> (based on levels attained for each criteria)					
<b>Scoring key</b> 25-24 = A+ 23-21 = A 20 = A- 19 = B+ 18-16 = B	15 = B- 14 = C+ 13-12 = C 11 = C- 10 = D 9 = D-	<b>Assessment guide</b> 5 = Exceptional 4 = Effective 3 = Developing 2 = Emerging 1 = Not Yet			

# RIGHT NOW RESOURCES



Snowman  
RAFT

## NEXT SESSION: MONDAY, NOVEMBER 21ST HOMEWORK-

- 1) CREATE A RAFT AND AN  
ASSESSMENT FOR THE  
RAFT  
POST YOUR RAFT AND ASSESSMENT TO THE  
HOMEWORK SESSION II PAGE
- 2) REFLECT ON THE STICKY NOTE YOU ADDED TO THE  
STUDENT CENTERED HANDOUT.  
FIND THIS, OR ANOTHER WAY TO BUILD UPON YOUR  
STUDENT CENTERED CLASSROOM USING THE FIVE KEYS.  
POST YOUR PROGRESS TO THE WIKI PAGE.



BE THE DIFFERENTIATOR YOU KNOW  
YOU CAN BE.



Complete  
Exit Card

HEAT THINGS UP!